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Part A: Preliminary Data Report and Current Charter Contract Terms

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## ALMA D'ARTE CHARTER SCHOOL

**School Address: 402 W. Court Ave, Las Cruces, NM 88005**

**Head Administrator: Kayla Martinez**

**Board President: Paul Dulin**

**Business Manager: Randy Frye**

**Authorized Grade Levels: 9-12**

**Mission: To graduate artist/scholars prepared to succeed**

## SECTION 1. ACADEMIC PERFORMANCE

State and federal statute mandates accountability for all public schools. In 2011, New Mexico lawmakers enacted requirements that schools demonstrate progress through a grading system similar to that applied to students, A-B-C-D-F. The statute required the governing body of a charter school rated D or F to prioritize its resources toward proven programs and methods linked to improved student achievement until the public school earns a grade of C or better for two consecutive years.

In 2011, New Mexico lawmakers also enacted requirements that each charter school authorizer develop a performance framework to set forth academic performance expectations. The statute requires each charter authorizer to collect, analyze and report all data from state assessment tests in accordance with the performance framework (§22-8B-9.1 NMSA 1978).

Each school in New Mexico has been included in one of two School Grading systems, either for elementary/middle schools or high schools. Although total possible points for either scheme add up to 100 in which points earned determine a school's letter grade, the two grading systems have different point allocations and components. *Charter schools are held to the same standards and calculations as regular public schools.* In addition, schools could earn up to five additional or *bonus* points for reducing truancy, promoting extracurricular activities, engaging families, and using technology. The School Grading Report Card also provided school leaders with information comparing their school to schools with similar student demographic characteristics.

**In 2019, New Mexico Public Education Department repealed the A-F School Grading legislation and replaced it with the New Mexico System of School Support and Accountability.**

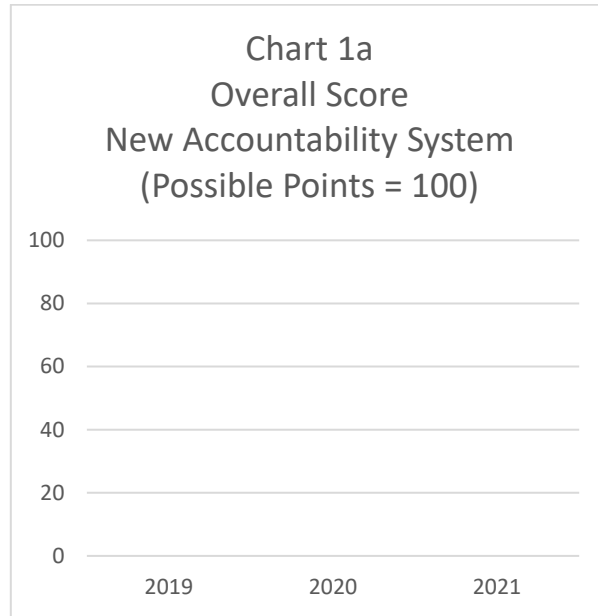
The framework for the New Mexico's system of school support and accountability recognizes that school performance should be assessed within three overarching categories: 1) student academic performance, including graduation rates, 2) student achievement growth, 3) English language proficiency and 4) other indicators of school quality that contribute to college and career readiness.

The following pages provide a snapshot of the school's academic performance, including analysis towards meeting the Department's Standards of Excellence for school years 2017-2018 (under the A-F Grading System) with data was pulled directly from School Report Cards. For 2018-2019, the data from the NM System of School Support and Accountability Reports is also provided.

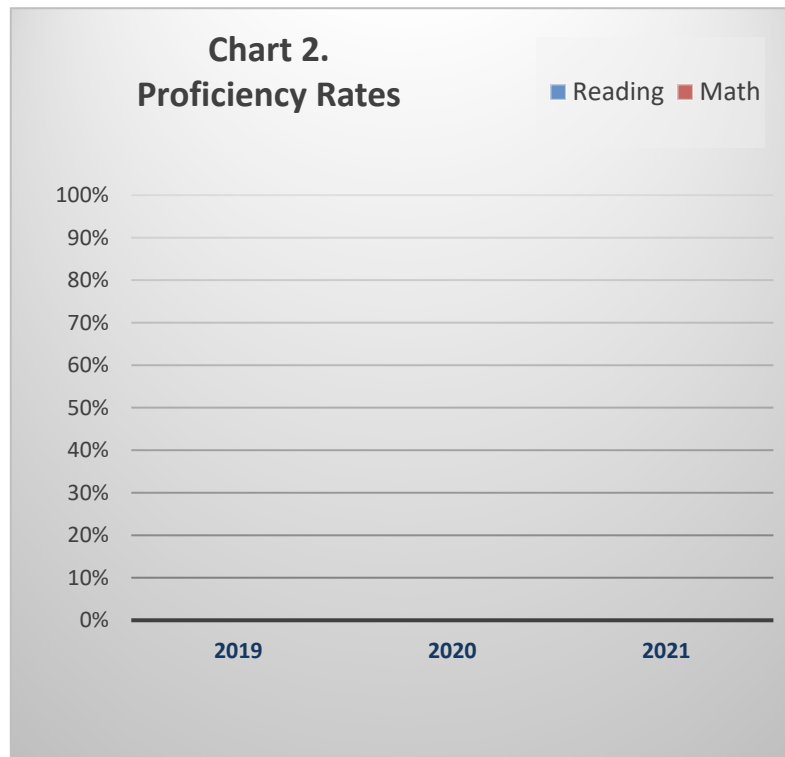
For 2020 and 2021, due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, state assessment data is not available.

## 1a. Department's Standards of Excellence

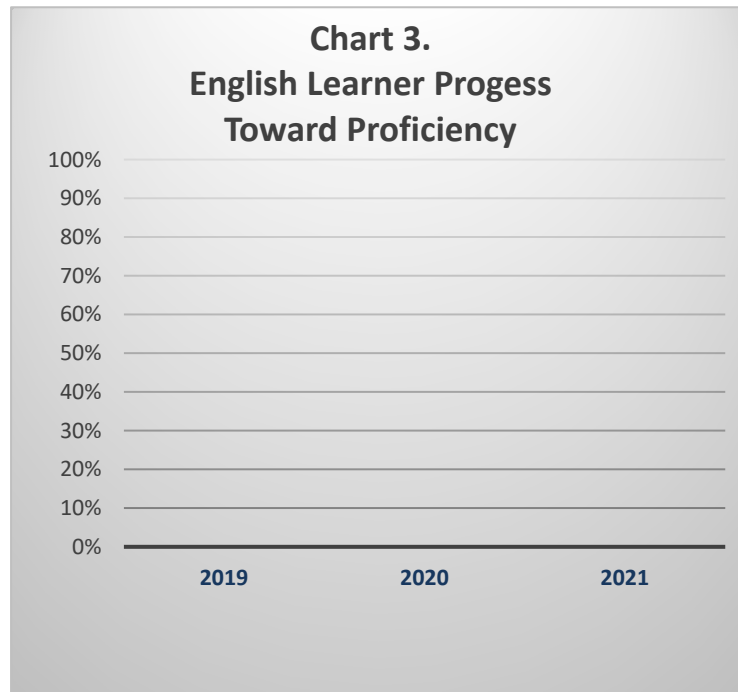
**Overall Standing:** Charts 1a illustrate the school's overall score (out of 100 possible points).



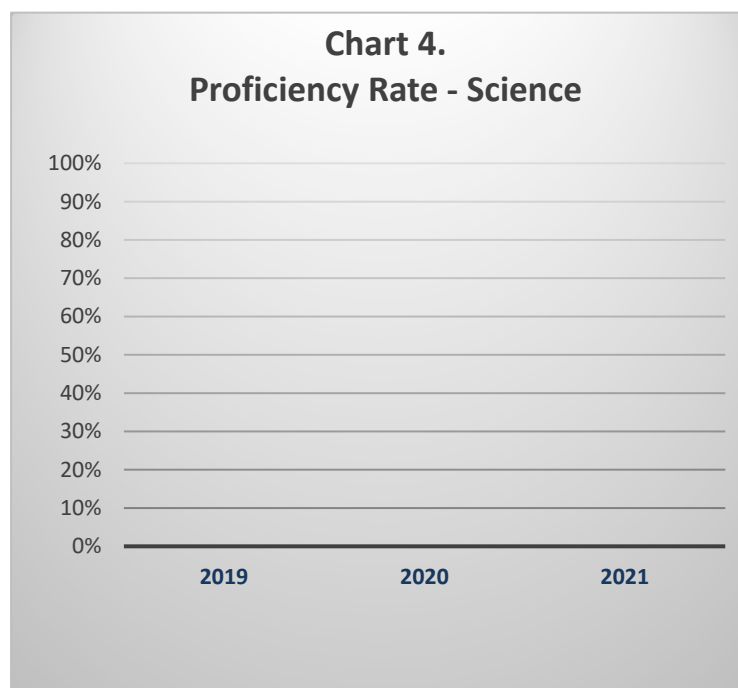
**Proficiency Rates:** Chart 2 shows the school's proficiency rates in **reading and math** in each of the years in which state assessment data is available (FY2018-FY2019).



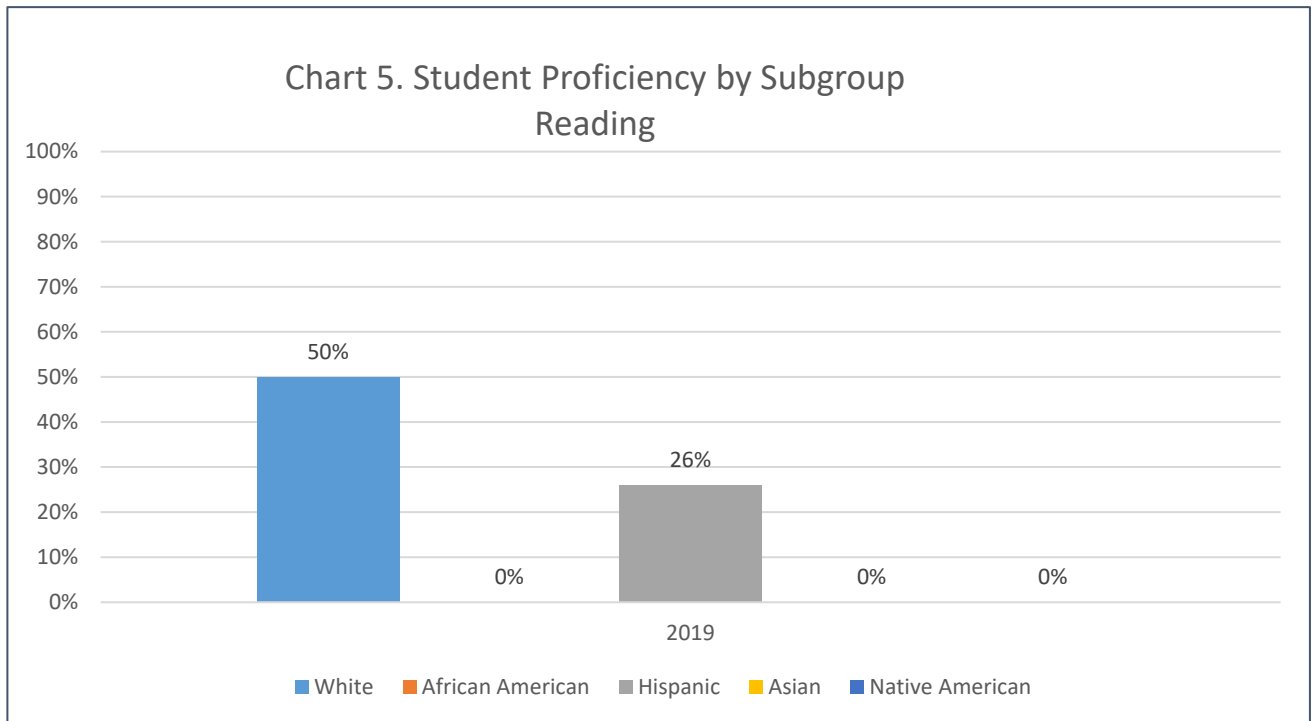
**English Learner Progress Toward English Language Proficiency:** This indicator was added in 2019 and is measured by the WIDA ACCESS assessment given annually to students identified as English Learners. It is the percentage of English Language Learners who are “on track” to achieve English Proficiency in their fifth year after being identified as an EL.



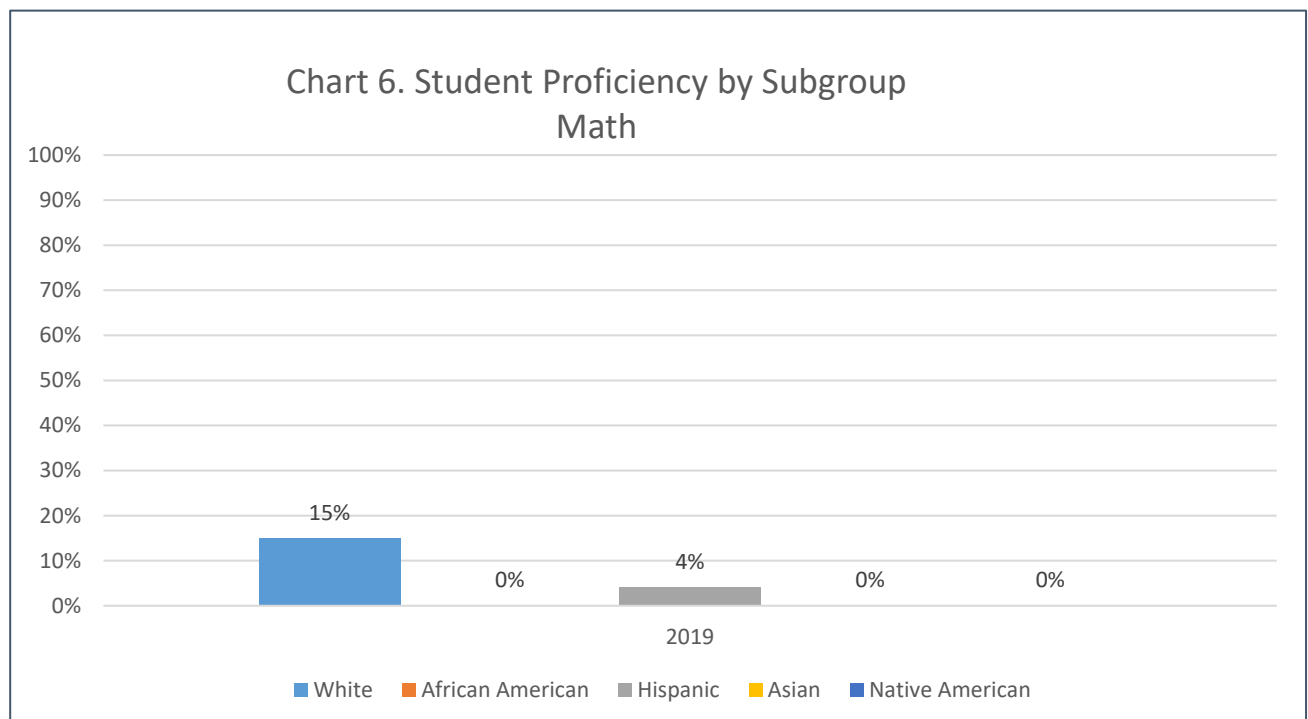
**Science Proficiency:** This indicator was added in 2019 and Chart 4 indicates the percentage of students who scored at the proficient level on state assessments in science.



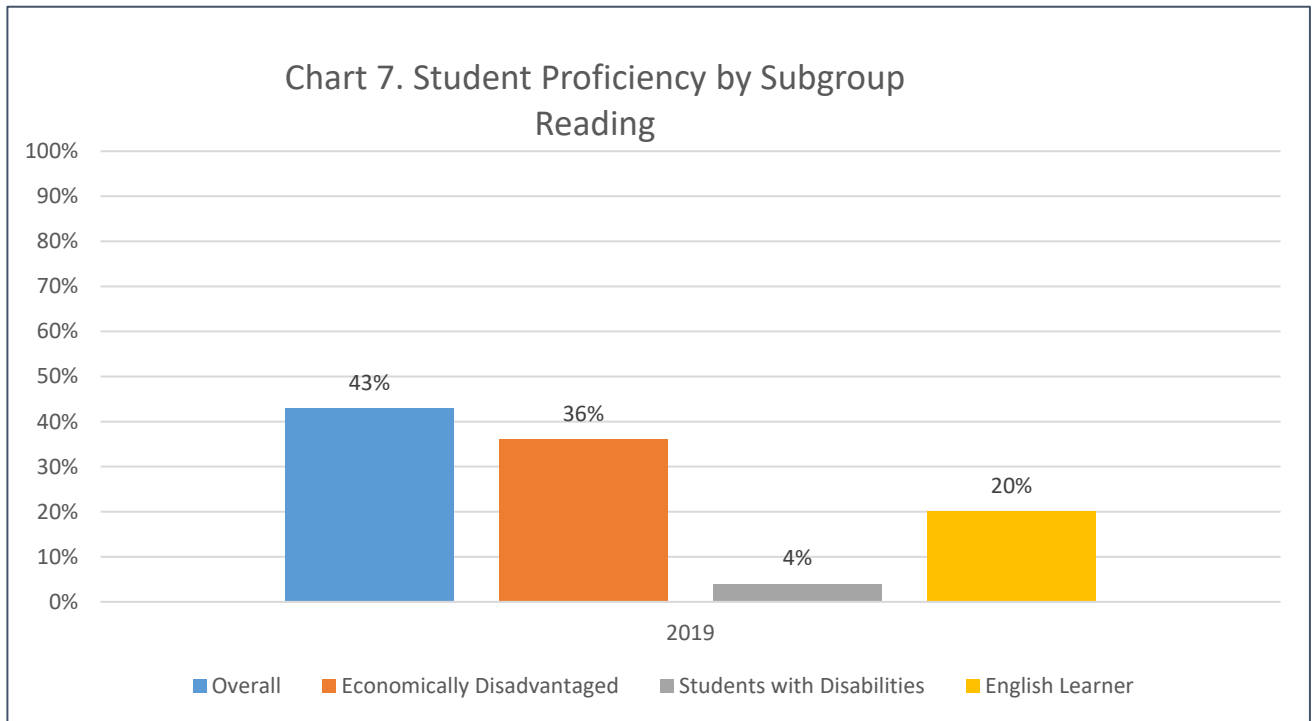
**Race/Ethnicity Subgroups - Proficiency in Reading**



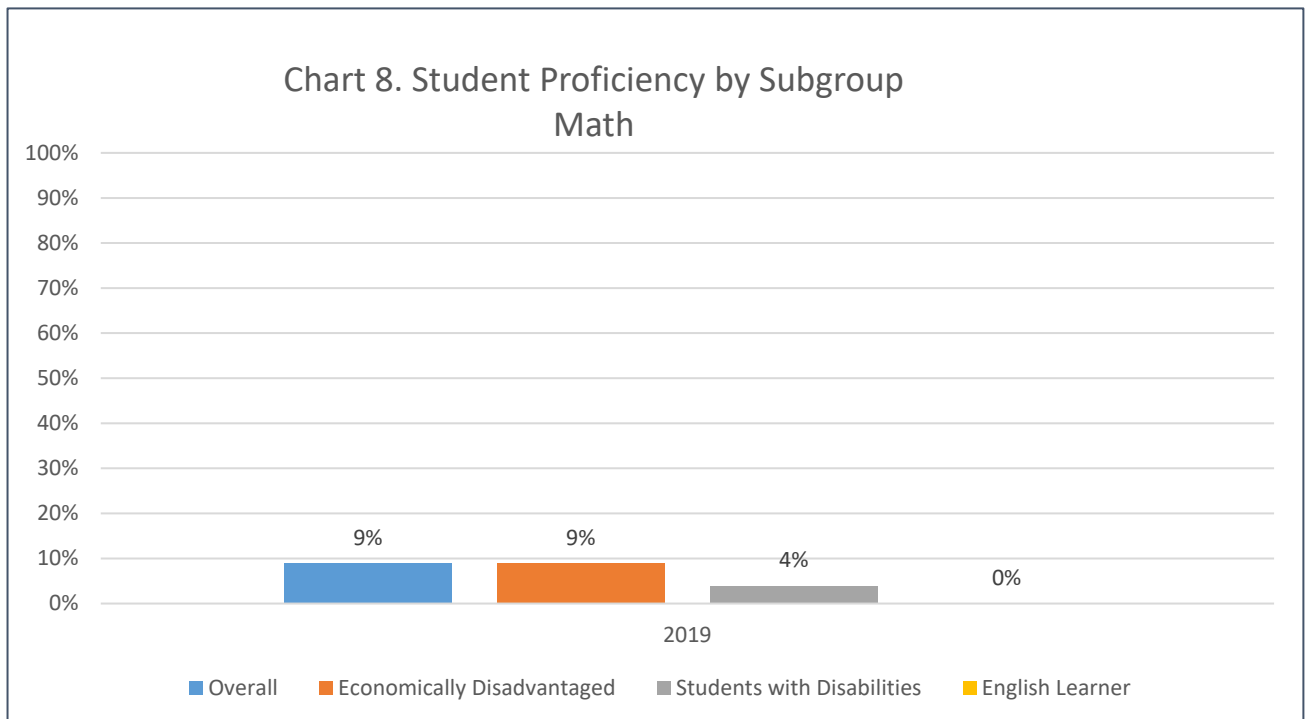
**Race/Ethnicity Subgroups - Proficiency in Math**



### Other Subgroups - Proficiency in Reading

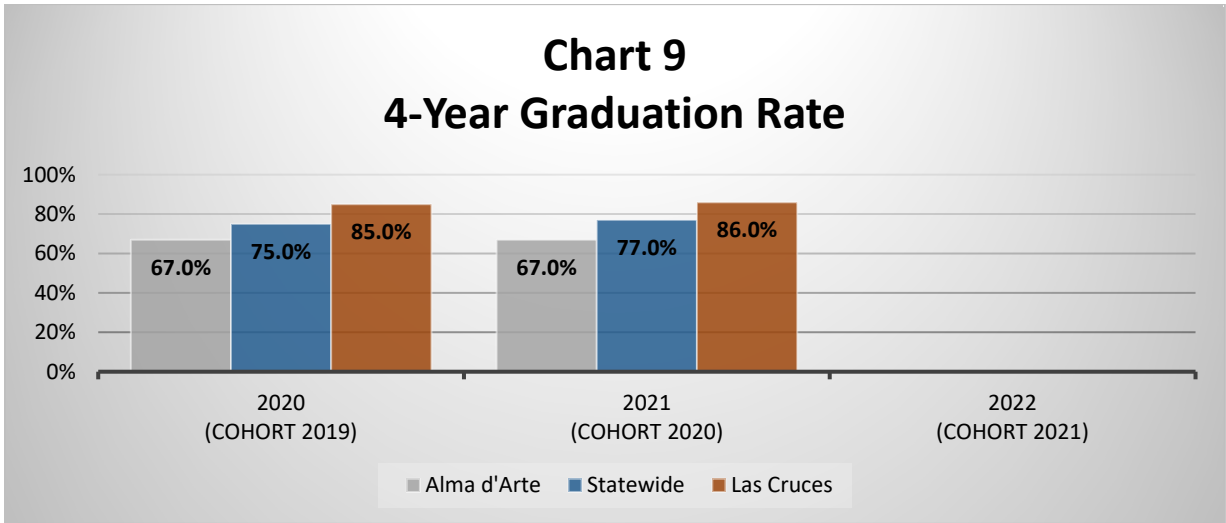


### Other Subgroups - Proficiency in Math

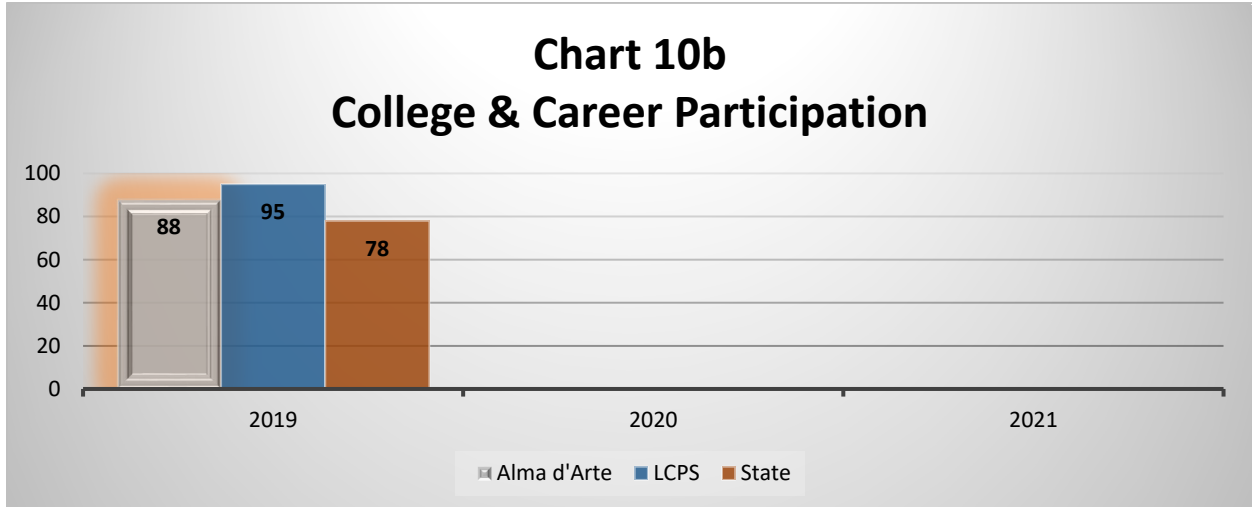


### High School Graduation Rates for the 4-year cohort

Please note that the data reported each year is for the prior year's cohort of students.

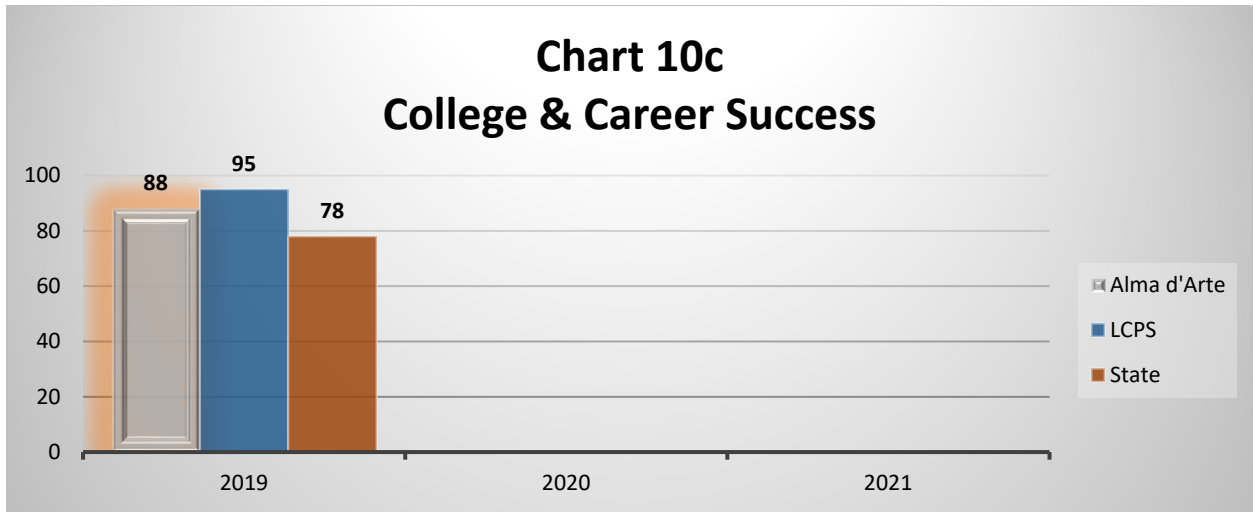


**College & Career Participation:** High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on the whether students participated in such activities.



**College & Career Success:** High schools are awarded credit when students participate and succeed in college and career readiness (CCR) activities. Such activities include PSAT/NMSQT, SAT, ACT, Concurrent Enrollment/Dual Credit, Advanced Placement, Career Programs of Study, AccuPlacer, COMPASS, IB, TABE, WorkKeys and ASVAB. This measure focuses on student success in these activities (as opposed to participation in these activities).

The CCR indicator is calculated in a valid, reliable, and consistent manner for all high schools statewide, with the number of students participating in CCR activities divided by the number of students in the high school cohort.





## 1b. Specific Charter Goals

This section includes analysis of the school’s progress towards meeting its Specific Charter Goals or Mission-Specific Indicators.

### Charter Specific Goals / Mission Goals

*ARTS INTEGRATION - All students at Alma d’arte Charter High School listed on the 120-day enrollment report will have demonstrated understanding through an art form by earning a C (70%) or better in arts integrated projects (such as Panel Presentation for grades 9 – 11 and Apprenticeship Presentation for grade 12) annually. Rubrics provided by the school.*

| MEASURING Rating Capacity       | Description of Target for this Performance Level | Points Assigned |
|---------------------------------|--|-----------------|
| <i>Exceeds Standard</i>         | 80-100% of students earn a C or better           | 100             |
| <i>Meets Standard</i>           | 70-79% of students earn a C or better            | 75              |
| <i>Does Not Meet Standard</i>   | 60-69% of students earn a C or better            | 25              |
| <i>Falls Far Below Standard</i> | Below 60% of students earn a C or better         | 0               |

Figure 2. Progress towards Charter Specific Goals.<sup>1</sup>

| Goal 1 |                               |
|--------|-------------------------------|
| 2020   | Not Reviewed                  |
| 2021   | Unable to Review due to COVID |

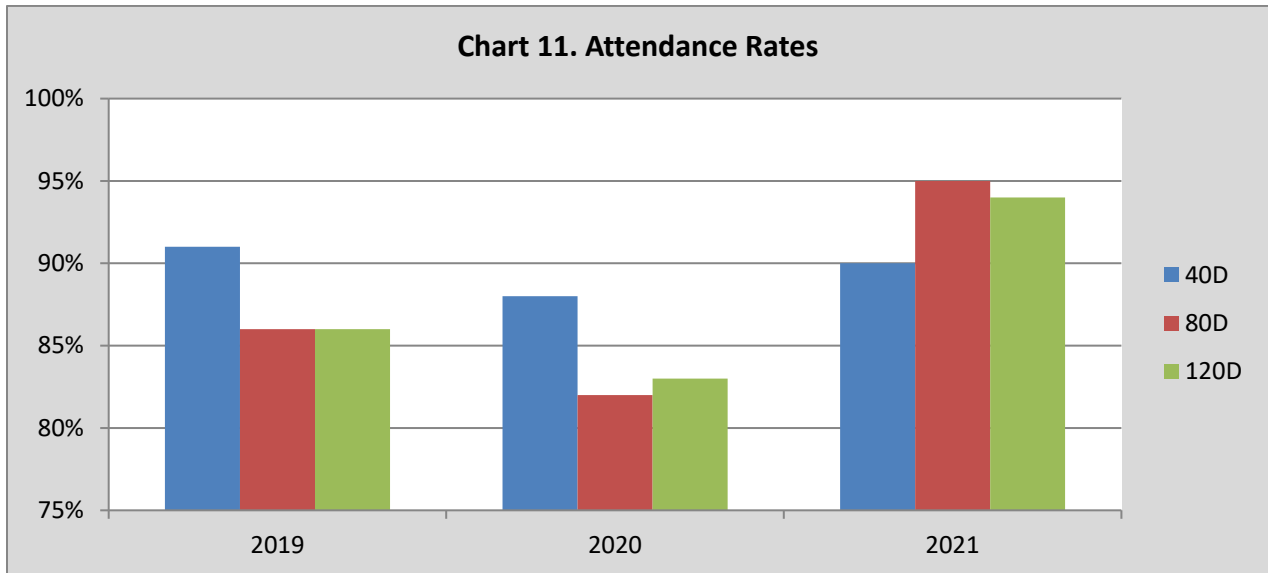
Due to the COVID-19 health emergency school closures in Spring 2020 lasting through 2021, schools were waived from administration of state assessments and were unable to complete other assessments and projects required to meet mission goals. Therefore, data is not available for 2020 or 2021.

<sup>1</sup> Charter Specific Goals are referred to as “Mission-Specific Indicators” or “Performance Indicators” in the school’s contract and performance framework.

## 1c. Student Attendance and Enrollment

The following information provides a picture of the school's attendance and truancy, current student membership (enrollment), and enrollment trends over the term of the contract.

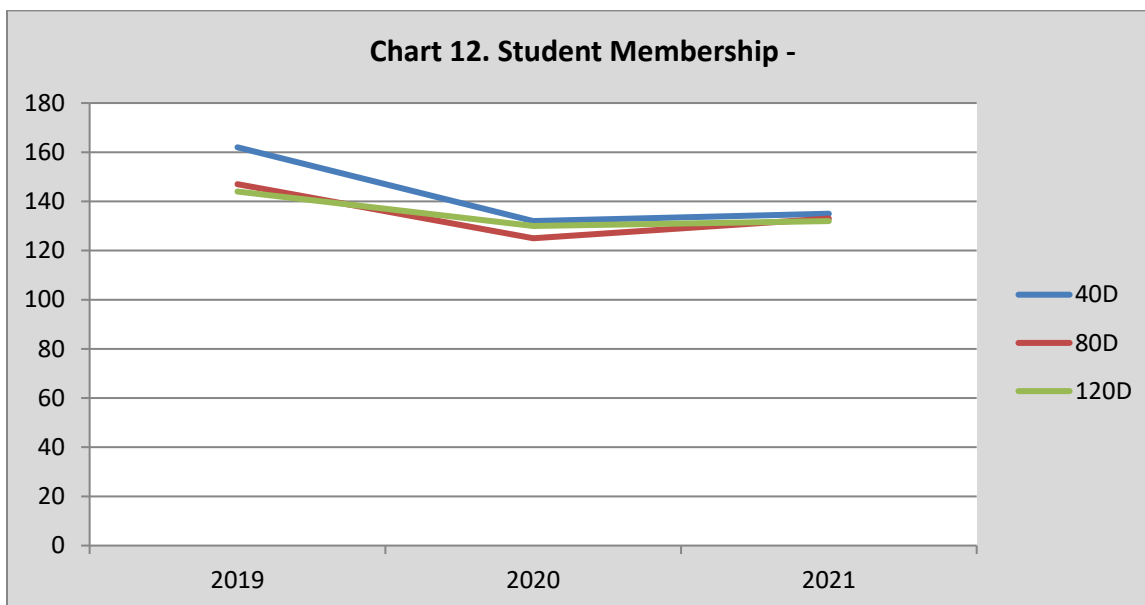
### **Attendance Rate (The statewide target is 95% or better.)**



Source: STARS → District and Location Reports > Template Verification Reports > Student > Student Summary Attendance Summary

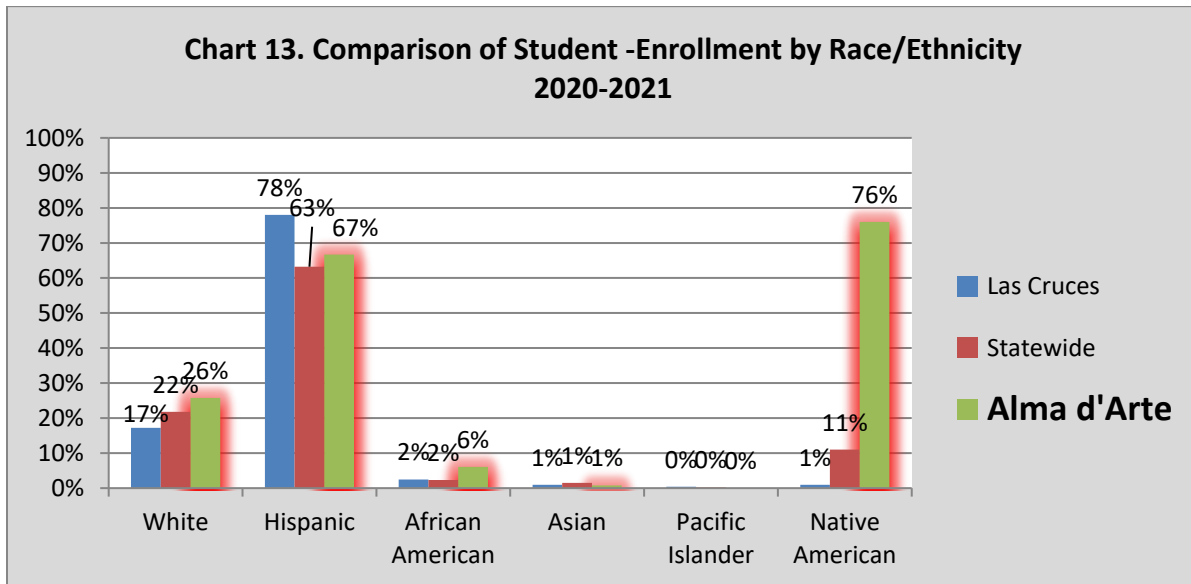
### **Student Membership (Enrollment)**

The chart below shows the school's student membership for each of the years in operation during the contract term, at each of the reporting windows (40 day, 80 day, and 120 day).



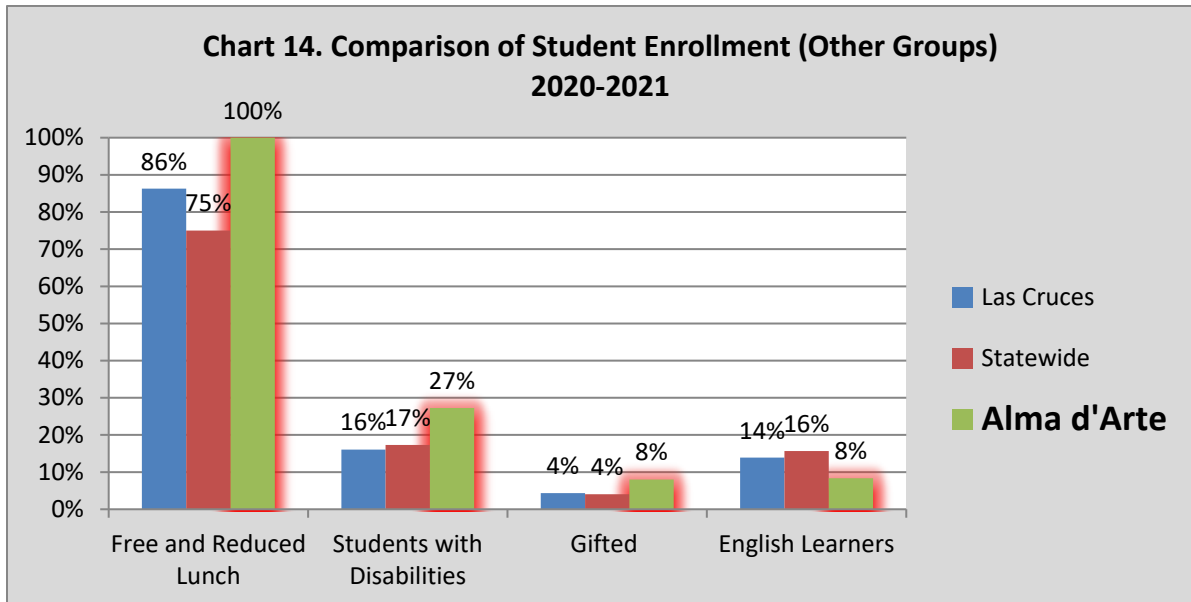
Source: STARS → District and Location Reports → General Reports → Enrollment by district by location by grade

**Enrollment by Race/Ethnicity**



Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

**Enrollment by Other Subgroups**

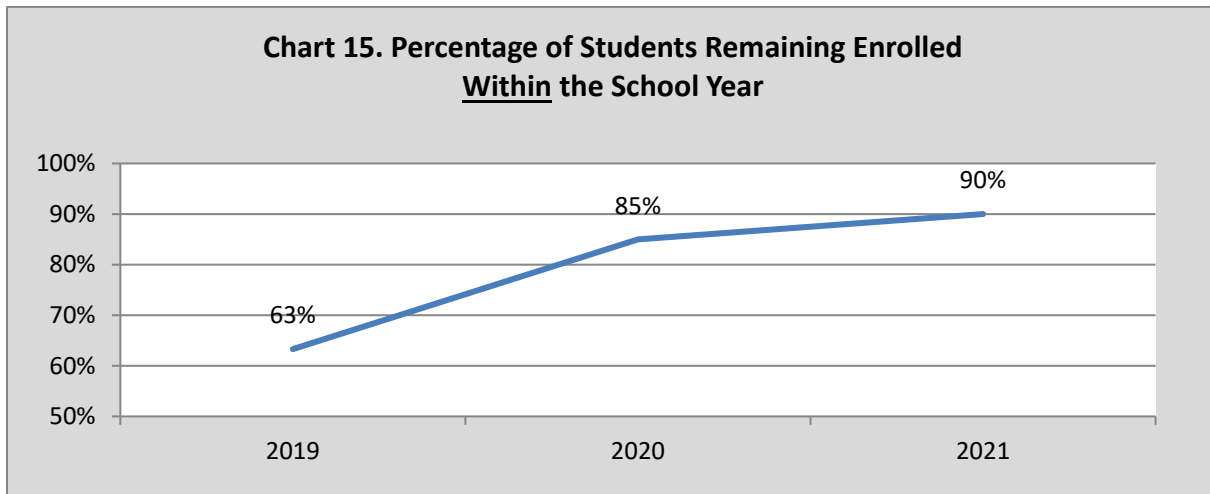


Source: STARS → District and Location Reports → General Reports → Enrollment Subgroup Percentages with Averages

### **Retention and Recurring Enrollment**

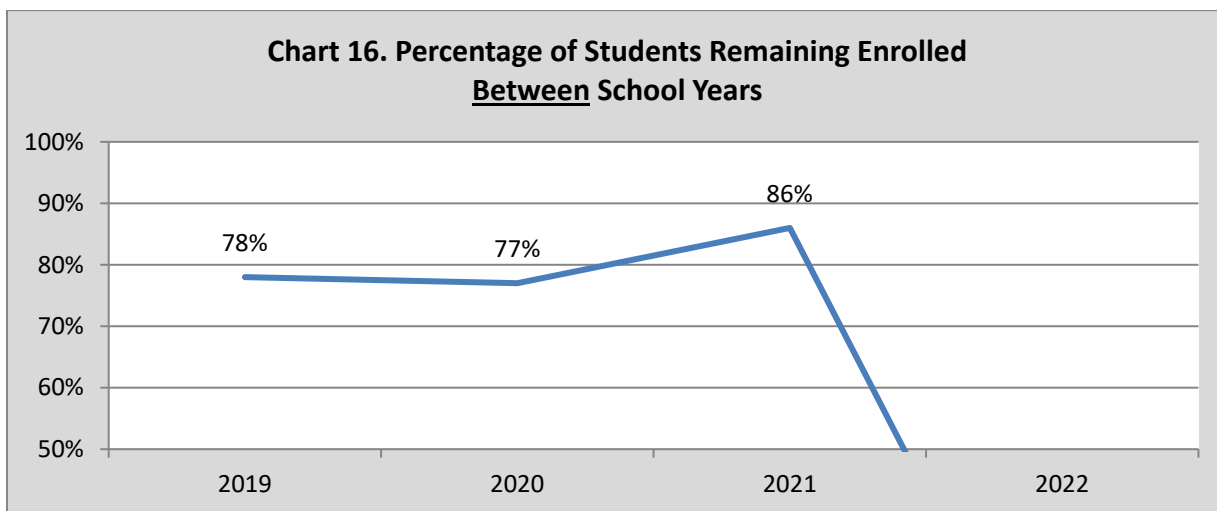
In its Performance Framework, the PEC established student retention expectations. For this school, the PEC established a target of 85% recurrent enrollment between years.

Below, in Chart 23, the PED has calculated within-year retention rates to evaluate the percentage of students who remain enrolled in the school from the time they enroll until the end of the school year. This data is calculated by identifying all students who enroll in the school at any time during the year and then evaluating if the students remain enrolled until the end of the school year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.



Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

To evaluate recurrent enrollment as required by the PEC, the PED has calculated this measure by identifying the students enrolled at the end of each year who are eligible to reenroll (not graduated), and then identifying the students who reenroll on or before the 10<sup>th</sup> day of the subsequent year. Students whose withdrawal codes indicate circumstances beyond the student's control are removed from the data set.

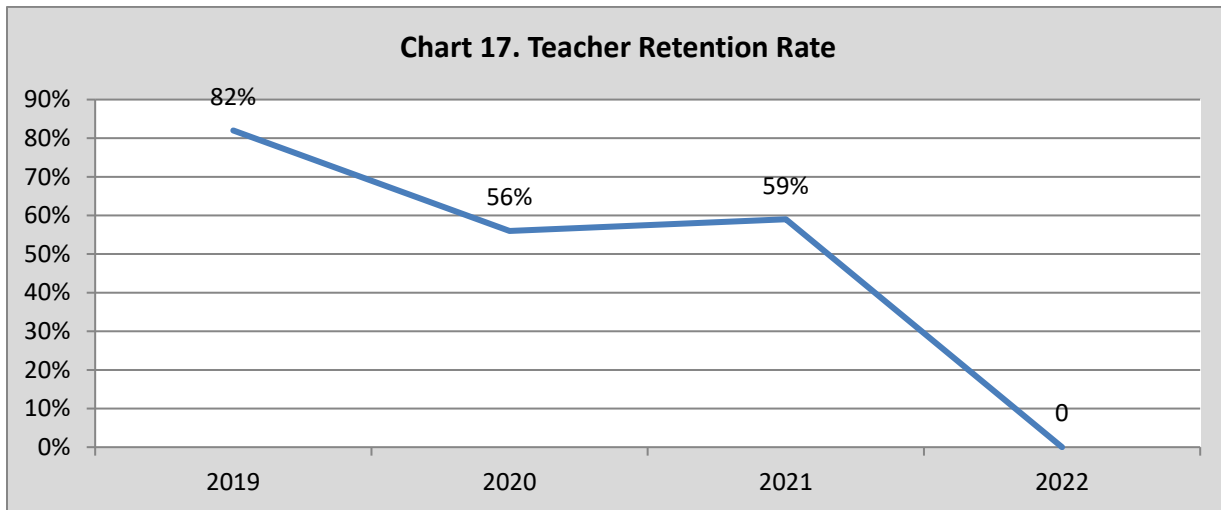


Source: STARS → District and Location Reports → Options for Parents → Charter School Enrollment Report

## 1d. Teacher Retention Rate

Chart 25 demonstrates the school's retention of teachers over time. This data is calculated by comparing the license numbers for teachers from one year to the next. For example, all teacher license numbers reported for the 2017-2018 school year were compared to teacher license numbers the following year for the same reporting period. The percentage of duplicate license numbers were compared in the second year and the retention rate was calculated based on the percentage of teachers who returned the following year.

The PEC established a goal of 80% teacher retention (lower than 20% turnover) as stated in the performance framework #4d.



Source: STARS → State Reports → Staff Reports → Turnover Rates for Assignment Category (Teachers)

## SECTION 2. FINANCIAL COMPLIANCE

### 2a. Audits

Figure 3. Fiscal compliance over term of contract.

| Audit Year | # of Total Findings | # of Repeat Findings | # of Material Weaknesses and Significant Deficiencies |
|------------|---------------------|----------------------|---|
| FY19       | 9                   | 2                    | 2   |
| FY20       | 4                   | 4                    | 1   |

#### *Summary of Most Recent Fiscal Report*

##### **2020-001 (Previously 2019-001) Untimely Processing of Payroll Items and Filing (Other Noncompliance)**

**Condition/Context:** Upon review of ERB monthly submission, we identified a \$10 late penalty fee included on the submission incorporated with a previous month's late filing. In addition, the school received an IRS notice of an outstanding balance owed of \$2,842.52 for the period ended September 30, 2018, along with combined interest and penalties charge of \$878.60.

**Management's Response:** A series of new checks and balances have been put in place in the business office to ensure all payroll liabilities are paid timely and a backup person has been identified if the person responsible for payments is out due to the COVID-19 pandemic.

##### **2020-002 (Previously 2017-001) Internal Controls over Travel and General Disbursements (Significant Deficiency)**

**Condition/Context:** During testing over travel and per diem and general disbursements, we identified the following:

- 3 out of 6 travel and per diem tested for which the travel form did not include the signature of the director/supervisor and or the claimant, the total approximated \$1,625.
- 2 out of 6 travel and per diem tested related to travel from December 2018 and February 2019 that were processed in FY20 versus the corresponding fiscal travel year, which approximated \$1,430.
- 1 out of 6 tested for which the school could not provide support in order to test the compliance and accuracy of the travel expense, which approximated \$264.
- 2 out of 24 disbursements tested which included sales taxes applied to tangible items, which approximated \$84.
- 3 out of 24 disbursements whose purchase exceeded the purchase order amount, which approximated \$1,322.
- 1 out of 24 disbursements that included a purchase order that was issued subsequent to the purchase, which approximated \$1,166.

*Management's Progress for Repeat Findings: Management failed to implement adequate controls to resolve the finding and will work toward corrective action during FY2021.*

**Management's Response:** Moving forward, the CAO will sign off on all travel reimbursements. Travel reimbursements will go through a duplicate review process to ensure that the correct amounts are being paid and that proper back-up is included. All invoices with sales taxes will be reviewed prior to being paid to ensure they are for services and not goods. The school will issue NTTCs as needed. Staff at Alma d'Arte have been trained on not making purchases until there is a PO in place, which will help to resolve exceeding purchase orders and not having POs in place as of the date of purchases. This training has been implemented as of the date of this response.

**2020-003 (Previously 2019-003) Internal Controls over Payroll (Other Noncompliance)**

**Condition/Context:** During our testing over five employees' payroll we identified the following:

- 1 out of 5 employee files that did not include the second page of their I-9 citizenship form.
- 2 out of 5 employee files that did not include support to show cleared background check within the employee file.
- 1 out of 5 employees who was missing an ERB enrollment beneficiary form.

**Management's Response:** Employee files were not looked over when new business manager firm took over the business office. Some employee files date back to the beginning of the school's opening and some paperwork has been lost over the years. Business Office is doing their own internal audit of the employee files and noting what items are missing from current employees. ABM is having employees fill out any paperwork that is missing and/or collecting the paperwork from ERB or NMPSIA on items that the school does not have.

**2020-004 (Previously 2019-004) Internal Controls over Cash Receipts (Other Noncompliance)**

**Condition/Context:** During our testing over 8 cash receipt batches we identified the following:

- 3 instances in which the receipt was not deposited within 24 business hours, totaling approximately \$560.
- 2 instances totaling approximately \$1,663, in which school was unable to provide pre-numbered receipt support in order to determine if the school was in compliance with timely deposits within 24 business hours.
- 2 instances in which adequate support was not available for testing, and thus unable to determine whether revenue was coded correctly. This totaled approximately \$1,663.
- 4 instances, totaling approximately \$2,625, in which the school did not have supporting cash log to record multiple transactions in order to determine how many transactions made up that one deposit.

**Management's Response:** Business Manager has spoken to staff that make deposits about how to write deposits correctly and to deposit within 24 hours.

**2b. Board of Finance**

The school's Board of Finance was never suspended during the term of its contract.

## SECTION 3. CONTRACTUAL, ORGANIZATIONAL, AND GOVERNANCE RESPONSIBILITIES

### 3a. Educational Program of the School

School Vision:

To be a pre-eminent center for artistic and academic excellence in preparing students for post-secondary education and successful living in a global community.

- i. Alma d'arte provides at least four art strands (visual arts, performing arts, culinary arts and literary arts) that students choose from year to year.
- ii. Alma d'arte students are expected to contribute in one or more of the following each semester:
  - a. the school's Winter Arts Showcase,
  - b. a recruiting presentation or event,
  - c. a community arts event, or
  - d. a community-based activity or event as part of the apprenticeship experience.
- iii. As an essential component of the school's academic and artistic focus, seniors at the school will participate in community apprenticeships. The teachers work with the students to identify the community mentors for the apprenticeships.
- iv. Alma will provide annual training for teachers in integrating arts with core curriculum.
- v. Arts integration shall be demonstrated via evidence such as, but not limited to, lesson plans, classroom evidence, or completed projects.



### 3b. Organizational Performance Framework

| Alma d'arte Charter School  | 2019-2020                   | 2020-2021                   |
|---|-----------------------------|-----------------------------|
| <b>Category I. Academic Performance Framework</b>   |                             |                             |
| <u>Indicator 1</u> Components of School Accountability System                                     |                             | Unable to Review - COVID    |
| <u>Indicator 2</u> Subgroup Performance   |                             | Unable to Review - COVID    |
| <u>Indicator 3</u> Mission Specific Goals   |                             | Unable to Review - COVID    |
| <b>Category II. Organizational Performance Framework</b>  |                             |                             |
| <u>Indicator 1a</u> Educational Program: mission and educational program of approved charter a    | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <u>Indicator 1b</u> Educational Program: state assessment requirements                            | Working to Meet Standard    | Unable to Review - COVID    |
| <u>Indicator 1c</u> Educational Program: protecting the rights of students with disabilities      | Working to Meet Standard    | Meets (or Exceeds) Standard |
| <u>Indicator 1d</u> Educational Program: protecting the rights of English Language Learners       | Working to Meet Standard    | Working to Meet Standard    |
| <u>Indicator 1e</u> Educational Program: meeting program requirements for all PED and federal g   | Meets (or Exceeds) Standard | ASSURANCES                  |
| <u>Indicator 1f</u> Educational Program: NM DASH Plan   | Not Applicable              | Not Applicable              |
| <u>Indicator 2a</u> Financial Mgmt & Oversight: meeting financial reporting and compliance requ   | Working to Meet Standard    | Working to Meet Standard    |
| <u>Indicator 2b</u> Financial Mgmt & Oversight: following generally accepted accounting principl  | Does Not Meet Standard      | Does Not Meet Standard      |
| <u>Indicator 2c</u> Financial Mgmt & Oversight: responsive to audit findings                      | Does Not Meet Standard      | Does Not Meet Standard      |
| <u>Indicator 2d</u> Financial Mgmt & Oversight: managing grant funds responsibility               | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <u>Indicator 2e</u> Financial Mgmt & Oversight: staffing to ensure proper fiscal management       | Working to Meet Standard    | Meets (or Exceeds) Standard |
| <u>Indicator 2f</u> Financial Mgmt & Oversight: meeting obligations timely / appropriate internal | Meets (or Exceeds) Standard | Working to Meet Standard    |
| <u>Indicator 3a</u> Governance & Reporting: complying with governance requirements                | Working to Meet Standard    | Meets (or Exceeds) Standard |
| <u>Indicator 3b</u> Governance & Reporting: complying with nepotism and conflict of interest re   | Working to Meet Standard    | ASSURANCES                  |
| <u>Indicator 3c</u> Governance & Reporting: meeting obligations timely / appropriate internal co  | Meets (or Exceeds) Standard | ASSURANCES                  |
| <u>Indicator 4a</u> Students & Employees: protecting the rights of all students                   | Working to Meet Standard    | ASSURANCES                  |
| <u>Indicator 4b</u> Students & Employees: attendance, retention, and recurrent enrollment         | Working to Meet Standard    | Meets (or Exceeds) Standard |
| <u>Indicator 4c</u> Students & Employees: meeting teacher and other staff credentialing require   | Meets (or Exceeds) Standard | Meets (or Exceeds) Standard |
| <u>Indicator 4d</u> Students & Employees: respecting employee rights                              | Working to Meet Standard    | ASSURANCES                  |
| <u>Indicator 4e</u> Students & Employees: completing required background checks / reporting e     | Working to Meet Standard    | ASSURANCES                  |
| <u>Indicator 5a</u> School Environment: complying with facilities requirements                    | Meets (or Exceeds) Standard | ASSURANCES                  |
| <u>Indicator 5b</u> School Environment: complying with transportation requirements                | Not Applicable              | ASSURANCES                  |
| <u>Indicator 5c</u> School Environment: complying with health and safety requirements             | Working to Meet Standard    | ASSURANCES                  |
| <u>Indicator 5d</u> School Environment: handling information appropriately                        | Meets (or Exceeds) Standard | ASSURANCES                  |
| <b>Category III. Financial Performance Framework</b>  |                             |                             |
| Self-Assessment Survey completed and signed by Head Admin, SBO, and Finance                       | Meets (or Exceeds) Standard | Not Applicable              |

### 3c. Governing Body Performance

The school has six (6) members serving on their Governing Body.

Figure 7 lists the information provided to the PED regarding the members who are currently serving on the school's Governing Body.

| Board Member Name | Position       | Training Hours Completed | Training Hours Required |
|-------------------|----------------|--------------------------|-------------------------|
| Ron Fitzherbert   |                | 11                       | 8                       |
| Paul Dulin        | President      | 12                       | 8                       |
| Kim Skaggs        | Vice President | 11                       | 10                      |
| Ceara Angel       | Secretary      | 10                       | 10                      |
| Vernon Wilson     |                | 16                       | 10                      |
| Richelle Ponder   |                | 10                       | 10                      |

Figure 7. Current governing council members

\*Training requirements reduced by any approved exemptions.